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| **Turkish Title of the Study[[1]](#footnote-1)\*** |
| Name Surname[[2]](#footnote-2)\*[[3]](#footnote-3), Name Surname [[4]](#footnote-4) |
| **Öz** |  | **Anahtar Sözcükler** |
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| **Abstract** |  | **Keywords** |
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**Introduction**

It starts from a new page and is centered. Level 2 main title format is used. Under this title, if necessary, subtitles can be created with Level 3 titling.

In this section, the problem of the study is clearly defined and presented to the reader with evidence from the literature. The relevant literature is evaluated from a critical perspective. The importance of research is highlighted by emphasizing the gap in the literature. The introductory part is completed by specifying the purpose (s) of the study and the appropriate question / problem statement or hypothesis (test) that will enable to reach the aim (s) in question.

**Method**

It continues from the previous section and is given with Level 2 titling. There can be 3-4-5 level subheadings in this section as below.

**Research Design**

The reason for the design and study used is justified. The pattern used is justified not by the definitions given in the literature, but by references that show / prove its suitability for the study. Instead of general descriptions such as qualitative / quantitative research design, specific pattern type is written (For example, a holistic single case pattern from case study patterns).

**Population and Sample / Study Group / Participants**

Depending on the characteristics of the study, one of the above titles can be used. In the quantitative study, the universe of the study is specified, the method by which method and which sample is selected from the universe are explained systematically, the selected sample is introduced.

In studies using qualitative research patterns, the title can be determined as “Participants” or “Working Group”. By selecting the sampling method (eg Maximum Diversity Sampling, Typical State Sampling) used instead of general expressions such as purposeful sampling, the selected unit or person (s) is introduced in detail. The context in which the working group is included is explained in detail.

**Data Collection Tools**

Data collection tools are introduced in detail. The purpose, characteristics, validity and reliability of each data collection tool are given. If necessary, subtitles can be created using Level 4 and Level 5 Titles. For example,

***Qualitative Data Collection Tools***. [Paragraph continues]

*Xxxxx form*. [Paragraph continues]

***Quantitative Data Collection Tools***. [Paragraph continues]

*Xxxxx scale* [Paragraph continues]

**Data Collection Process**

It describes the time and conditions of data collection, how data collection tools are used, and how the data is recorded. If the study is experimental, the experimental process is detailed. Operations in control groups are also expected to be explained.

**Data Analysis**

Statistical methods used in quantitative studies and the analysis method performed on the data set in qualitative studies are explained, how the analysis is done is systematically given, detailed and exemplified.

**Validity Reliability Measures / Beliability**

One of the above titles can be used in a qualitative study. Validity and reliability / credibility measures considered in the study are explained.

**Role of the Researcher / Researchers**

In a study carried out with qualitative design, the role of the researcher / researcher can be introduced.

**Findings**

It continues from the previous section and is leveled by Level 2 titling.

The findings reached in this section are presented for the purposes of the research. Tables and graphics are used when necessary. In this section, only findings are presented and explained, and comments are made in the discussion section. In the presentation of the findings, subtitles can be created by using Level 3 titling in line with the sub-goals / questions of the research.

**Discussion and Conclusion**

It continues from the previous section and is leveled by Level 2 titling. Subtitles can be created using Level 3 titling.

In this section, the findings are discussed by establishing links with the literature. The reasons of the differences from the literature are explained. Possible causes of the findings are interpreted based on the evidence. Instead of excessive generalizations, explanations based on the finding are included. The results are tried to be discussed in many ways. Possible sources of error of the study are also considered in the discussion. A language that is not sharp preferred in the discussion. The discussion is carried out in order of research objectives.

The conclusion reached at the end of this section is highlighted, suggestions (implications) are explained. Care is taken to ensure that recommendations / implications are based on research findings.

**Acknowledgements**

If the article is submitted as a proceeding, on the condition of not being partially or fully published, a project or dissertation, it should be stated in this section. If the article is supported by a research institution or a fund, the name of the foundation, project number and completion date should be stated here. If desired, appreciations to a person or a foundation within the context of the article should be stated here.

**Publication Ethics Statement**

The authors should declare that the research does not have an unethical problem and that they observe the topic of research and publication ethics.

**Contribution Rate of Researchers**

Authors should determine the contribution rates to each stages of the study.

**Conflict of Interest**

The authors should state whether the study has any conflicts of interest.

**Funding**

The authors should declare if they have any funds for this study. If there is no funding information, it should indicate that it does not exist, or if any, the supporting institution or project should be specified.

**References**

It is written as References, it is titled in Level 2 format and starts from a new page. Bibliography / References are created as specified in the spelling rules. In cases not mentioned in the Spelling Rules, the American Psychological Association (APA) publication guide (6. Edition, 2010) is taken into consideration. It is given a size of 10 points, 6 line before and after the line spacing. The indentation is arranged to be under the 4th letter. For example,

Karaoglan Yilmaz, F. G., & Keser, H. (2016). The impact of reflective thinking activities in e-learning: A critical review of the empirical research. *Computers & Education*, *95*, 163-173.

Kernis, M.H., Cornell, D.P., Sun, C.R., Berry, A, & Harlow, T. (1993). There’s more to self-esteem than whether it is high or low: The Importance of stability of self-esteem. *Journal of Personality and Social Psychology*, *65*(2), 1190-1204 doi: 10.1080/12312321212

Yılmaz, R., & Kılıç-Çakmak, E. (2012). Educational interface agents as social models to influence learner achievement, attitude and retention of learning. *Computers & Education, 59*(2), 828-838.

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**! The black and gray strip below is on the last line of the last page of the study and indicates that the study is completed.**

1. \*(If necessary) An explanation can be made if presented as a paper or thesis. [↑](#footnote-ref-1)
2. \***Sorumlu Yazar/Corresponding Author** (Simge sorumlu yazarın soyadından sonra dipnot olarak eklenmelidir.) [↑](#footnote-ref-2)
3. Title of the author, University, Faculty, City/Country, e-mail,  https://orcid.org/XXXX XXXX XXXX XXXX [↑](#footnote-ref-3)
4. Title of the author, University, Faculty, City/Country, e-mail,  https://orcid.org/XXXX XXXX XXXX XXXX [↑](#footnote-ref-4)